

Quality Assurance, Monitoring and Evaluation



Action Learning Centres is committed to providing a quality service to the local community. To this end a commitment to monitoring and self-evaluation permeates the work of everyone. All within the environment, staff, parents, pupils, local community, the Education Authority and the HMIE are involved within this process. Self-evaluation is the process of identifying strengths and weaknesses of Action Learning Centres in an effort to improve, change and develop good practice.

This is undertaken on a number of levels:

Management Team:

Promoted Staff evaluate the following:

- Planning and recording
- The standards and quality of pupils' work
- The attainment and tracking of attendance and progress in work achieved and attitude
- Achievement
- Contributions made by visiting and support Staff
- Allocation of funding, suitability and use of resources
- Professional Development and Review/Continuing Professional Development
- Overall effectiveness
- Views of all stakeholders including parents and pupils

This will be done by:

- Auditing as part of accreditation procedures (accredited by AQA)
- Session/classroom visits both formal and informal
- Discussion with staff both formal and informal
- Tracking pupils' progress/attainment
- Sampling pupils' work
- Collating a variety of evidence of achievement
- Monitoring teachers' forward planning
- Following up on action points from Quality Assurance visits

We constantly monitor and evaluate practice throughout the course of the year so as to make informed decisions about how to improve, and how to implement and monitor this improvement..

Version 3

To be updated March 2017

Signed Manager

M. Martin



All group leaders receive visits to their classroom during the year. The visits are seen as being non-threatening and are to ensure that staff feels fully supported in implementing school programmes or areas of development. They recognise good practice and provide a basis for follow-up action or points for discussion. Informal visits and discussions with Staff is an important feature at Action Learning.

Self Evaluation of Classroom Practice

Tutors are encouraged to self-evaluate their classroom practice. Identify teaching targets at the time of forward planning and evaluate/make comments/identify next steps from these at the end of a teaching block.

- Encouraging staff to plan and work collaboratively
- Working alongside staff in shared activities
- Discussing self-evaluation when discussing/reviewing forward plans
- Offering opportunities impact of Continuous Professional Development activities on learning & teaching
- Providing time for consultation between staff members
- Providing time for 'shadowing' other staff

Pupil Self/Peer Assessment

From the earliest stages staff will encourage the pupils to reflect upon and evaluate their own practice and standards of effort and work. An example of this is the students Individual Learning Plan or completion of a daily write up sheet. It can also be the pupils using criteria to evaluate a peer's personal talk or self/peer assessment in writing or group work.

All leaders set learning targets for groups prior to a teaching block/lesson to provide the pupils with a focus for teaching and learning. Pupils are encouraged to evaluate their success on the completion of this. Pupils also participate in setting their own personal targets for aspects of the curriculum including Personal and Social Development, and make brief evaluations on their success before agreeing on their next targets. Achievements of targets is rewarded and acknowledged.

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Signed Manager
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